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laries of many other beginning Latin books, the words are more frequently repeated. The chief parts of the verbs and the genitive of the nouns are not always spelled in full; but the pupil would rarely go astray in supplying the forms from the help he is given. On the whole, except that the supine is given instead of the perfect, passive, participle, the vocabularies are very satisfactory.

The Latin words in the vocabularies as well as those in the illustrative sentences and rules of syntax are in heavy, black type. The tense signs and inflectional endings are also made prominent by the use of this type.

Eighteen reading lessons, beginning with Chapter XXX and continued in about every second chapter give the story of the first book of the *Gallic War*, "to prepare the pupil to begin the reading of *Caesar* at the second book with a proper understanding of the previous narrative; or, at the first, with such a knowledge of its contents as to remove many of its difficulties." These are to me the least attractive feature of the book. The short, choppy sentences are objectionable, and the pupil is likely to take up *Caesar* with less interest after having read them. Following the sixty-five chapters are additional reading lessons, eight of a miscellaneous character and ten selections from the fifth book of the *Gallic War*. Instead of these reading lessons a Latin Reader might be substituted. An excellent one, published about a year ago, uses the vocabulary of *Caesar* and *Nepos* and relates four Greek myths in an interesting way.

In an appendix are complete paradigms of nouns, adjectives, and verbs. Tables of case-endings and of mood and tense signs precede the paradigms. Rules of syntax are grouped together here. References to standard Latin grammars are also given, of doubtful value in a first year book.

The book is attractive in appearance. The binding, paper, and print are good. I question the value of the illustrations except in the case of such small cuts as that of the Roman sword. They might prove a distraction rather than a help at this stage of the pupil's progress.

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### WESTCOTT'S CAESAR

It would not be a difficult matter to mention four or five school editions of *Caesar*, any one of which would commend itself to a teacher of Latin in our secondary schools. That any one of these would receive an overwhelming majority, were a vote to be taken in regard to excellence, is by no means certain. One of the latest aspirants for favor is the edition of "Caesar's Gallic War", by J H Westcott, Professor of Latin in Princeton University, published by D Appleton & Co, New York.

Professor Westcott has attempted to straighten and smooth, as much as possible, the necessarily rugged path over which every year so many plodding feet must pass, and he has succeeded in making the way not only easier, but more attractive as well. With this book, the time spent in reading *Caesar* can hardly be forty weeks of weary wandering in the wilderness.

The introduction, treating of *Caesar's* life, etc., is excellent. The necessary facts are presented in a vivid style which stirs the sympathy and kindles the imagination. Boys and girls read this introduction with genuine interest—a statement which cannot be made with reference to the introductions to many of our school editions of the classics.

On first examination it seemed that the notes might be inadequate, but a closer inspection and actual experience have proved how clear an insight the editor has into the needs and limitations of our boys and girls. The notes are really admirable. They do not contain such a mass of material that the seeker after assistance and information is bewildered and discouraged, yet they treat the difficult points with sufficient fullness. It is gratifying to see that there are no extended translations.

There are references to the following grammars: West's, Bennett's, Allen and Greenough's, and Harkness's (Complete and Short).

One matter relative to the vocabulary requires a word of comment. In a text-book for beginners, the writer is of the opinion that the principal parts of all verbs should be given without abbreviation; however, if this is not done, the method of giving them should at least be uniform and consistent. Among other apparent inconsistencies, the following deserve notice:

## THE NEW YORK LATIN LEAFLET

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*adporto*, —*portare*, —*portavi*, —*portatus*.  
*adprobo*, —*are*, —*avi*, —*atus*.  
*careo*, —*ere*, —*ui*, —*iturus*.  
*censeo*, *censere*, *censui*, *census*.  
*attribuo*, —*buere*, —*bui*, —*butus*.  
*attingo*, —*tingere*, —*tigi*, —*tactus*.  
*audio*, —*dire*, —*divi*, —*ditus*.  
*munio*, —*ire*, —*ivi*, —*itus*.

Methods such as are illustrated above are sure to cause confusion.

Although it is customary to read the first four books, it has long seemed to the writer that the interest in Caesar could be increased by a judicious selection from the seven books. The editor of the volume in question indicates a very good selection, covering as much ground as the regulation four. It is a pity that his edition is not well adapted for the reading of such selections. The notes on the first four books are adequate, and the notes on the remaining three sufficient for a pupil who has read the first four, but not full enough to make the reading of selections feasible.

The long vowels are marked, as is now customary in texts for elementary classes; the paper is excellent, the type large and clear, and the book is rendered attractive and more useful by illustrations and numerous colored maps.

But in the midst of all these perfections of book-making, alas, the inevitable flaw! This is serious when one considers the severe usage such a book must receive, particularly if it is intended to serve several generations, so to speak, of pupils: the back is sure to break under the first strain. It is unfortunate that the usefulness of the book should be impaired by defective binding, a book otherwise so excellent, perhaps the very best Caesar we have for school purposes.

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